**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* * *Interactive Math Stories*   Math Journaling   * *Spiral Review* * *Problem of the Day*   Ask: **What is the difference in the way I am asking these two questions?**  **#1 – Would you like to go to Boondocks on a fieldtrip?**  **#2 – You would like to go to Boondocks on a field trip, wouldn’t you?**  \*The first makes you feel like you can answer “Yes” or “no,” but the second makes you feel that you should answer “yes.” | * Choral Responses * Partner Responses   **Written Responses**  **Random call on students (No hand raising)** |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   ***\*\*There are no new vocabulary words in this lesson, however, there are some words students need to be familiar with:***  Vocabulary: **Misconception, bias, fair question**   1. How will you provide multiple opportunities for vocabulary to be used in context?   **Assign different groups a vocabulary word and have them complete *a Frayer Model* page. Then have students jigsaw and teach their vocabulary words to each other.** | **Choral Responses**  **Partner Responses**   * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| ***Develop*** *the Concept: Interactive Learning (Hands-on)*  *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? **Use the reteach master 19-10** 2. Will each student have enough materials to model the problems? **yes**   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? **On Reteach Master and Math Journal** 2. How will you check for understanding during this phase of the lesson? **Partner and written response** 3. Will you use the *Extend?* ***Yes (bottom of page 506B****)* 4. Will you use the *Link to Investigations*? **Not Available**   **Use the reteach master 19-10 to have students work with partners to understand that the way questions are asked can influence the results of a survey.** | * Choral Responses   **Partner Responses**  **Written Responses**   * + Paper   **Math Journal**   * + Individual Whiteboards   **Student page from the topic pouch**   * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:  ***Visual Learning Animation* (on-line or CD)**   * + Overhead Transparency   + *Visual Learning* Bridge in Student textbook   + Document camera  1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? 3. If most students are struggling during this phase of the lesson, what will you do?   Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.   * + Use lessons from *Meeting Individual Needs.*   + Use the *Differentiated Instruction: Intervention* lesson. | * Choral Responses   **Partner Responses**   * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign?   **Assign Practice 19-10 with emphasis on #6**  **Enrichment 19-10, odd problems only or advanced students complete whole assignment.**   1. Where will students record their work? **On work sheet** 2. Will you collect, grade and record the independent practice? **Go over question # 6 as class in detail. Collect and record.** 3. How will you check for understanding? **Class discussion and graded assignment**   If students do not finish the problems assigned for independent practice, will these problems be homework? **yes** | * Choral Responses * Partner Responses   **Written Responses**   * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   ***Quick Check* (in *Teacher Resource Masters)***   * + *Writing to Explain*   ***Mind Game Quiz Show***   * + Student buzzers or AverPens   Formative Assessment Tools  ***Topic tests* (online or in text)**   * + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:  *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.  Do on level center activity for 19-10. Put students into groups according to results of formative assessment. | |
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| **HOMEWORK**  Students who do not complete assignment finish as homework. | |
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